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ABSTRACT

This curriculum guide for sixth-grade teachers contains values-based classroom lessons which are intended to assist students in the development of (1) a positive self-concept, (2) rational thinking processes, (3) inter- and intrapersonal skills necessary for individual and group effectiveness, and (4) a personal and societal value system. Teaching techniques include classroom discussion, creation and analyses of collages, problem solving, use of filmstrips, role playing, and worksheets. Themes treated in the lessons include: personal values, roles, dependability, decision making, responsibility, honesty, loyalty, prejudice, friendship, resentment, relocation, conflict, and well-being. Each lesson outline contains purpose, concepts, affective objectives, classroom activities, specific teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. For some lessons all necessary classroom materials are included. A bibliography of curricula for use in the lessons is provided. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

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LEVEL 6

PATTERN OF HEALTHFUL LIVING: GETTING IT ALL TOGETHER

SP 008 910

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Harris County Department of Education
Office of County School Superintendent

FEB 04 1976

PATTERN

OF

HEALTHFUL LIVING

A Values Curriculum

GETTING IT ALL TOGETHER

LEVEL SIX

Carolyn Lamb

Second Revision

HARRIS COUNTY DEPARTMENT OF EDUCATION
Office of County School Superintendent
Carroll Teague - Superintendent

June, 1975

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FORWARD

The Pattern of Healthful Living Project was a curriculum development effort funded by the Texas Commission on Alcoholism. The guides were written, subjected to two pilotings and carefully evaluated for content, grade appropriatness, and pupil effectiveness.

Because this is a values based curriculum attempting to effect attitude and behavioral changes in pupils regarding decisions important to youth, the Pattern of Healthful Living staff does not recommend the use of these guides without the requisite teacher preparation. Affective teaching skills and attitudes are imperative if the results the project obtained from piloting can be expected from others who use the material.

The staff recommends these materials not be used daily, but rather spaced to cover a semester of time. Materials are available for grades kindergarten through twelve.

The focusing goal of a value-based curriculum is the development in children of a positive self-image. This will set the pattern for utilization of decision making processes which are necessary in a democratic society. If this is kept in mind and teachers are properly trained, we will have taken one further step in humanizing education.

Shirley E. Rose, Ed.D.
Project Coordinator

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PREFACE

RATIONALE

Harris County Department of Education conceptualized "Patterns of Healthful Living" curriculum design under the following premises:

1. Belief in the supreme worth and individuality of each pupil.

2. Belief that each person should be aided by educational institutions in attaining his potential as a human being.

3. Belief that each person should be aided by educational institutions for effective participation in a democratic society.

4. Belief that each person can become the person he wants to be and function more effectively in a free society if he is helped to develop a personal rational value system.

5. Belief that one of the important functions of a school in a free society is to help pupils develop and clarify a personal belief system.

6. Belief in a value-based education program as the effective means of assisting pupils into becoming a "rational thinking," "self-actualizing" individual.

GOALS

The following broad goals were identified in order to facilitate the ultimate aim of the program as outlined in the proposal to the Texas Commission on Alcoholism: "The ultimate

aim will be to have an ongoing program which can be offered to organizations throughout the state, a program which produces individuals with the ability to make responsible judgments on their lifestyle."

The program attempted the following:

1. Assist pupils in the development of a more positive self-concept which helps individuals achieve a more rewarding, enriched life.

2. Assist pupils in the development of rational thinking processes necessary to effective functioning in a free society.

3. Assist in the development and refinement of inter and intra personal skills necessary for individual and group effectiveness.

4. Assist in helping the child understand the values of the society in which he lives and participate effectively in that society.

5. Assist in development of a personal and societal value system, which involves:

   A. Understanding how a value system evolves.

   B. Appreciation of value systems operating in a multi-ethnic society.

   C. Experiences in examination of values both personal and societal.

   D. Experiences in resolution of value conflict and value clarification both personal and societal.

   E. Development of a sense of responsibility toward the use of alcohol/drugs in an alcohol/drug using society.

INTRODUCTION

"Getting It All Together" is designed to serve as a guide to help the individual teacher get started in leading students to clarify values and make their own decisions. This group of lessons should in no way be thought of, therefore, as an end in itself. Once the teacher begins to use value clarification techniques, possibilities will become apparent on every hand. Possible sources for lessons include the daily newspaper, thought provoking photographs and illustrations, classroom incidents, songs, sayings, and stories.

The teacher's attitude and the classroom climate are the main elements leading to the success or failure of this or any values and character education course. The teacher qualities that are seen as being of most relevance are:

a. Acceptance of students as individuals capable of making intelligent personal choices.
b. Ability to accept student's ideas as worthy.
c. Ability to communicate with students in a warm, open, non-threatening way.

The teacher's attitudes and skills are the critical factors in using a values curriculum.

Carolyn Lamb

GETTING IT ALL TOGETHER

LEVEL VI

LESSON 1 - A PERSONAL COAT OF ARMS

(This lesson is built on a suggestion made by Sidney B. Simon in Social Education, December, 1971.)

Purpose:

To help the student know himself as a unique individual with values and beliefs specifically his own.

Focus:

Values

Prerequisites:

None

Teaching Time:

Two fifty minute periods

Terminal Objective:

Each student will demonstrate awareness of values he possesses by naming orally the values exemplified by his coat of arms.

Enabling Objectives:

1. Each student will explore his accomplishments, desires and values by creating his own personal coat of arms.

2. Each student will decide on an appropriate motto for his life and values.

Learning Experiences:

1. The teacher can briefly discuss the historical significance of shields and coats of arms, explaining that they revealed much about the values of a particular person or family.

2. Explain that this exercise is designed to help us learn more about some of our values and beliefs. We will make our own personal coat of arms representing values and beliefs each of us have.

3. Tell students they are not to be concerned with artistic results, and that stick figures are perfectly acceptable.

4. In the six sections:

   A. Section 1

      Draw a picture representing the one thing you do best.

   B. Section 2

      Draw a picture to represent the subject in school you like best.

   C. Section 3

      Draw a picture to represent the subject you like least.

D. Section 4

Draw a picture to represent the one thing you would most like to change about yourself.

E. Section 5

Draw a picture to show what you would do if you had only one year left to live and could do whatever you liked.

F. Section 6

Write four words you would like to have said about you behind your back. (These are to be four adjectives - not a sentence.)

5. Have students color their coats of arms and cut them out. Each will glue his on a piece of construction paper.

6. Student will use a piece of paper cut from the bottom of the mimeographed shield sheet to make a banner to glue diagonally across the coat of arms. On the banner student will write a motto that he believes best sums up his life and values at this time. (Student will affix banner with a drop of glue at each end so it can be freely lifted in the middle to give a better view of pictures drawn on the shield.)

7. Each student will show his coat of arms to a partner, explaining each picture and the meaning his motto holds.

8. Collect coats of arms. (Students may write their names on the back.)

9. Teacher displays each coat of arms on a bulletin board or wall and students will, at their leisure, view and compare the products.

Materials:

Mimeographed shield outlines
1 sheet of construction paper for each student
Crayons
Glue
Scissors

Evaluation:

Each student will be able to publicly affirm what he believes and values by orally explaining his personal coat of arms to a partner.

Note to Teacher:

Number 4a - 4f of "Learning Experiences" can be varied as the teacher desires or as suits his/her purpose.

Interest will be greatly enhanced if the teacher actively participates in the activities, including sharing and displaying his coat of arms.

Any student at any time in any lesson, should be allowed to "pass" if he objects to sharing a product, his feelings or his thoughts with others.

The teacher may want to take time with this introductory lesson to give an explanation of a "value." The definition could be displayed in the classroom for later reference.

*A "value" is a belief, attitude, activity, or feeling that satisfies the criteria of:

1) Having been freely chosen

2) Having been chosen from among alternatives

3) Having been chosen after due reflection

4) Having been prized and cherished

5) Having been publicly affirmed

6) Having been incorporated into actual behavior

7) Having been repeated in one's life

If a teacher wishes to help children develop clearer values he must help children:

1) Make free choices whenever possible

2) Search for alternatives in choice-making situations

3) Weigh the consequences of each available alternative

4) Consider what they prize and cherish

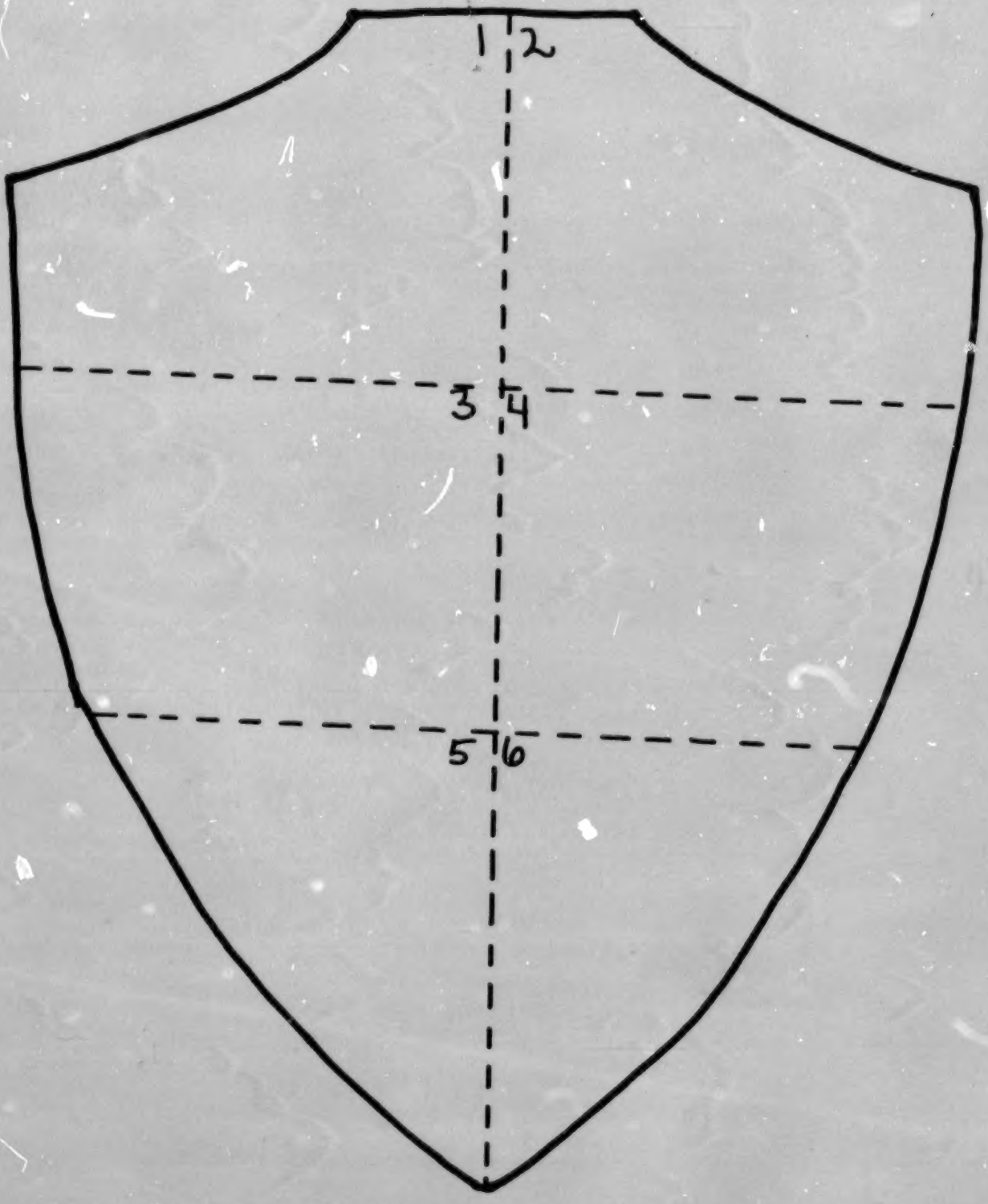
5) Affirm the things they value

6) Do something about their choices, and

7) Consider and strengthen patterns in their lives

*Values and Teaching. Raths, Harmin and Simon. Charles E. Merrill Company, 1966. p.47

MY COAT OF ARMS



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LEVEL VI

LESSON 2 - WHO ARE YOU?

(This lesson is built around a strategy suggested in Values Clarification; Simon, Howe, Kirschenbaum; Hart Publishing Company, Inc., New York, 1972.)

Purpose:

To help the student know himself as a unique individual with values and roles specifically his own.

Focus:

Roles

Prerequisite:

Lesson 1

Teaching Time:

One fifty minute period

Terminal Objective:

Each student will be able to evaluate himself and express who he is in terms of the various roles assumed and project this evaluation into the future.

Enabling Objectives:

1. The student will respond verbally or in writing to the question, "Who Are You?" with an identifying role label.

2. The student will list in rank order the ten role labels he has used to identify himself, beginning with the one he considers most important.

3. The student will identify "assigned" and "freely chosen" roles by analyzing his list and placing each in the appropriate column.

4. The student will identify "satisfactory" and "unsatisfactory" roles by an additional analysis of his list, placing each role in the appropriate column.

5. Students will, as members of a large group, compose a general statement, summarizing learning from columns of role listings.

Learning Experiences:

1. Three volunteers are asked to leave the room. Tell other students to simply listen and observe as you call students back one at a time.

2. The first volunteer is called into the room and the teacher asks, "Who are you?"

3. When the student answers, the teacher asks again. "Who are you?" (Or, "And in addition, who are you?" or "Who else are you?")

4. The process is continued until the question has been asked ten times. (If a student is not able to respond after teacher repeats questions a number of times, say, "Thank you. You may sit down.")

5. Call in the next student and repeat the process.

6. Call in the third student and repeat the process.

7. Ask each student in class to write his own ten answers to the "Who are you?" question. (If some students are not able to express themselves in writing perhaps they can dictate their responses to a partner who can write them for the student.

8. Ask each student to review his ten answers, listing in order from most important role to least important role. The teacher should make her own list as the class is working.

9. When the students have all finished, call for five or six volunteers to read their lists of identifying responses aloud.

10. Point out that this exercise calls attention to the many "hats" we wear in life; that is, roles we have freely chosen or have been assigned by others. (The teacher can use change of voice and actually show putting on and taking off hats as a teacher goes through many roles during a typical day.)

11. Have each student fold a piece of notebook paper in such a way that when it is unfolded four columns have been created.

12. At the top of the columns have students label each as follows:

    1 - Freely Chosen Roles

    2 - Assigned Roles

    3 - Satisfactory Roles

    4 - Unsatisfactory Roles

    Draw these columns on the blackboard.

13. Tell students to place each of his ten previously listed roles in either column one or column two, as he thinks would properly classify each.

    The teacher can use his own list and classify the roles, using the columns on the blackboard. This will serve as an example, as well as to clarify the process for students.

14. Tell students to classify the ten listed roles once more in either column three or column four.

15. When students have completed the four columns, ask how many had more roles in column one than two. In column two than one?

16. Ask students how many had more roles listed under column three than column four. In four than three?

Materials:

Notebook paper and pencil or pen

Evaluation:

1. Have students complete an "I learned..." statement, either verbally or in writing expressing what the columns say about him as an individual. Example: "I learned that most of my roles have been assigned to me, but I am still satisfied with them."

   (At sixth grade level, the majority are satisfied with their roles, even though the majority they list will probably be assigned.)

2. Ask, "Do you think you will likely feel this same way in five years?" "Why or why not?"

Teacher's Note:

Rather than having students use their own notebook paper, this lesson could be handed to them as a worksheet beginning with "Learning Experience" #7 through #16.

LEVEL VI

LESSON 3 - WHAT AM I?

(This lesson is built around a strategy suggested in Social Education, December, 1973, written by Myra Sadker, David Sadker and Sidney Simon.)

Purpose:

To help the student know himself as a unique individual with values and roles specifically his own.

Focus:

Roles

Teaching Time:

Possibly two fifty minute periods

Terminal Objective:

Each student will affirm or deny the existence of stereotypes for "Boy" - "Girl" through creation and analysis of sex role collages.

Enabling Objectives:

1. Working individually, students will produce collages entitled "What It Means to Me to be a Boy/Girl."

2. Students will compare collages, expressing observations of similarities and differences between boys' and girls'.

3. Students will write a general statement revealing learnings gained from the making and comparison of collages.

Learning Experiences:

1. Students will use magazines to create a collage consisting of words, pictures, etc. (Photographs may also be used.)*

2. The collage will be given the title, "What It Means to Me to be a Boy/Girl."

3. Set up desks in a staggered double circle. Have students write a list of values revealed by their collage.

4. Allow a few minutes for students to walk around the class clockwise, looking at each collage with its accompanying list of values.

5. Lead a discussion asking:

   A. Could you tell if a particular collage belonged to a boy or to a girl? How?

   B. Did there seem to be any overlap reflected in the collages of the two sexes? (Did boys and girls have some of the same things on their collages?)

   C. What are some privileges that traditionally accompany the role of boy/girl?

   D. What are some penalties and/or social pressures that traditionally accompany boy/girl roles?

E. Do you think it is good for a person to feel free to express himself in activities that he enjoys regardless of its traditionally being considered a boy's activity or a girl's activity? (Should a boy take homemaking if he is interested? Should a girl take shop?)

F. Is our society beginning to experience a weakening of sex role stereotyping? Can you cite examples?

G. Is it easier for a girl to "get away" with doing things usually considered to be boy activities than it is for a boy to do "girl" activities? Why do you think that?

Materials:

Old magazines
Glue
Scissors
Manilla art paper, construction paper or butcher paper

Evaluation:

Student will be able to express in written form what he has learned about sex roles through completion of the sentence, "I learned that..." (If students are not able to express themselves as well in writing this could be done orally as a class.)

*Note to Teacher:

1. In order to facilitate this activity, students should bring selected magazine pictures with them to class.

   If students do not have access to magazines at home, allow one class period for creating the collages in class with magazines collected by the members of the class.

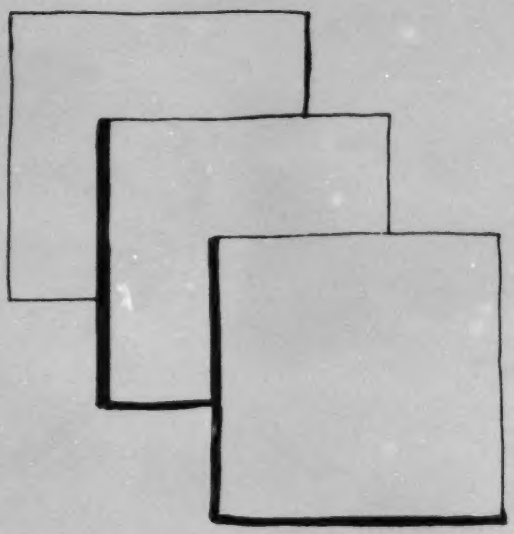
2. See Lesson 17 for suggestions of ways to collect magazines.

3. Students may be interested in creating a bulletin board with their collages similar to the one on the next page.

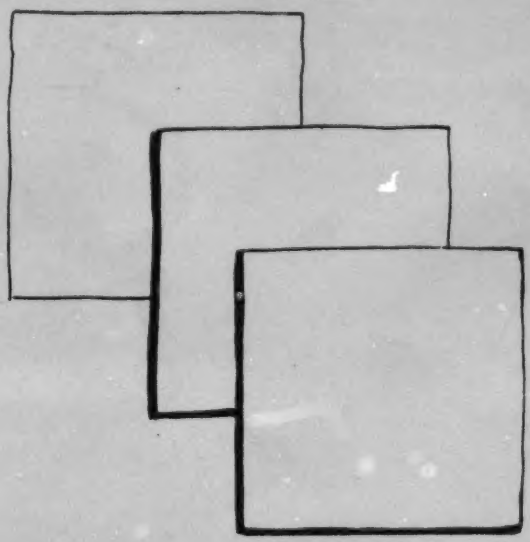
WHAT IT MEANS TO ME TO BE

(EXAMPLE)

A GIRL



A BOY



LEVEL VI

LESSON 4 - "TERRY TAKES A RIDE"

(This lesson makes use of a filmstrip and cassette, "Terry Takes a Ride," produced as a part of Values in Action, Holt, Rinehart and Winston, Inc.)

Purpose:

To help students learn to make responsible decisions while exploring the value concepts of truthfulness and dependability.

Focus:

Truthfulness; dependability

Prerequisites:

None

Terminal Objective:

Students, as a class group, will decide how Terry should solve his problem using a structured decision making process. The group will explain how it reached its decision.

Enabling Objectives:

1. Students will enter into a discussion of the filmstrip, defining Terry's problem and reaching a decision as to how he could best solve his problem.

2. Students will verbally demonstrate an ability to identify the step by step decision making process they used.

Learning Experiences:

1. Show the filmstrip, "Terry Takes a Ride."

2. Say, "Terry has gotten himself into quite a spot! Just what would you say his problem is, exactly?"

3. Write responses on the blackboard incorporating and clarifying ideas until the class has obtained a precise definition of the problem.

4. Ask students, "How many solutions to Terry's problem can we list?" (List these on the blackboard as they are suggested. Write the suggestions in column form so #5 below can be added directly across from the solutions.)

5. Have students suggest possible outcomes or consequences of each suggested way of solving the problem.

6. Say, "Now that we have considered the possible effects of each, which decision do you think would be the best?" (Have students vote on each suggested decision.)

7. Explain there are two more steps, but you only used four because you are dealing with a hypothetical situation. Ask, "Do you think this is the best decision? Why or why not?" "Are you happy with this decision?"

Materials:

Filmstrip and cassette "Terry Takes A Ride"

Evaluation:

Have students identify the step by step process they followed to reach the decision. (These steps could be permanently posted in the classroom as an aide to future decision making.)

A. Define the problem

B. List possible alternative solutions

C. List possible consequences of each solution.

D. Make final decision

LEVEL VI

LESSON 5 - "IT'S ALL YOUR FAULT"

(This lesson makes use of a filmstrip and record, "It's All Your Fault," produced as part of Values In Action, Holt, Rinehart, and Winston, Inc.)

Purpose:

To allow students practice in decision making, while investigating the concepts of truthfulness, loyalty and responsibility.

Focus:

Decision making; responsibility

Prerequisites:

The decision making process as presented in Lesson 5.

Terminal Objective:

Each student will publicly affirm how the boys should solve their problem after considering alternative solutions and the probable consequences of each.

Enabling Objectives:

1. Students will verbally recall the steps in the decision making process.

2. Students will, in written form, define the problem presented by the filmstrip and list alternative solutions.

3. Students will, in written form, consider consequences of each solution listed and decide how best to solve the problem.

4. Students will enter into a class discussion comparing alternative solutions, consequences and final decisions.

5. Students will affirm the decision they consider best by voting.

Learning Experiences:

1. Introduce the filmstrip by telling students that they are once again to view a filmstrip whose ending they will supply. Tell them they will be asked to make a decision indicating how the problem presented can best be solved.

2. Show the filmstrip, "It's All Your Fault."

3. Call for a volunteer to help the class remember the first step in the decision making process. Write his suggestion on the blackboard and ask if all agree. Continue the questioning until all four steps in the decision making process have been listed.

4. Ask students to use notebook paper and pen or pencil to write the problem presented in the filmstrip story.

5. Ask students to list all the ways they can think of that the boys' problem could be solved.

6. Ask students to decide and list what might be the outcome of each solution that has been offered.

7. Call for a volunteer to read aloud the problem as he has defined it. Have two or three more students read their statement of the problem.

8. Call for and list on the blackboard as many different solutions as students wrote on their papers.

9. Have class discuss the possible results or outcomes of each suggested solution.

10. Have each student go to the blackboard and and put his first name beside the solution he considers best.

Materials:

Filmstrip and record, "It's All Your Fault"
Filmstrip projector
Record player

Evaluation:

1. Number 10 of the Learning Experience will serve as the evaluation.

2. Ask the following questions:

   A. Does anyone want to change his/her vote? What caused you to change? (Allow students to go to the board and make the change.)

B. Do most of you feel good about your decision? Do you think it was the best decision?

C. Would you be happy with the decision if you had been one of the boys in the film?

LEVEL VI

LESSON 6 - ON AND OFF THE COURT

Purpose:

To help students learn to make responsible decisions while exploring the value concepts of honesty and loyalty.

Focus:

Honesty; loyalty

Prerequisites:

None

Terminal Objective:

Students, as a class group, will decide how the boys should solve their problem through use of a four step decision making process, identifying alternatives and considering consequences of each suggested alternative. The group will explain how it reached its decision.

Enabling Objectives:

1. Students will enter into a discussion of the filmstrip, defining the boys' problem and reaching a decision as to how they could best solve the problem.

2. Students will verbally demonstrate an ability to identify the step by step decision making process they used.

Learning Activities:

1. Show the filmstrip, "On and Off the Court"
2. Ask for a volunteer to define the problem presented by the filmstrip.
3. Write the problem on the blackboard after a precise statement has been obtained.
4. Ask students, "Do you remember the second step in our decision making process?" Write step 2 on the chalkboard, and list suggestions offered by students.
5. Have students suggest possible outcomes or consequences of each suggested way of solving the problem.
6. Allow any further discussion that is forthcoming.
7. Ask, "Have you ever been involved in a similar situation? What did you decide to do? Did your decision turn out to be a good one?"
8. Have the class vote for the decision each considers to be the best, either by a show of hands or initialing their choice on the board.

Materials:

Filmstrip and cassette "On and Off the Court"

Evaluation:

Students will be able to demonstrate the ability to use a decision making process in solving a problem. They will be able to identify and list the steps followed to reach a decision.

Teacher's Note:

This lesson may be used as reinforcement for Lessons 4 and 5, to replace one of those lessons or it can be completely omitted. If used to replace Lesson 4, be sure to present the steps of the decision making process as outlined in that lesson.

LEVEL VI

LESSON 7 - "A NEW LIFE BEYOND"

(This lesson is based on an adaptation of a suggestion found in Values Clarification.)

Purpose:

To allow practice in decision making as a part of a small group.

Focus:

Skill, decision making; well-being.

Terminal Objective:

Each student will be able to reach a decision as part of a small group, deciding which six of ten people will be allowed to leave a polluted Earth for life on a new distant planet. Each will analyze the group's decision.

Enabling Objectives:

1. Working individually, students will decide which six of ten individuals will be sent to begin life on a new planet. Combining to form small groups, students will reach a consensus on which six of ten individuals will be sent to begin life on a new planet.

2. Each group will present its list orally to the class, and comparison of lists will be made.

3. Students will, in written form, analyze their own personal group behavior.

Learning Experiences:

1. Explain to students that they are to direct their thinking to a possible time in the future when our environment has become so polluted and our resources so depleted that Man must seek new environments. In fact, imagine conditions have become so impossible that now only half an hour is left to decide which six people are to be sent to a new planet on the one remaining six-man space ship.

2. Continue by saying that each student has been contacted to serve as a member of the committee to choose those who will go. The number has at this point been narrowed to ten people, and the committee must make the final choice of who is to go and make a new start somewhere "beyond."

   Each leaves his home and starts across the city to this final committee meeting, and as he travels, he begins to consider the ten prospective candidates for a new life on another planet. Just which six will be the best?

3. Post or distribute copies of a list of the ten persons to be considered. Read list aloud and clarify any words students may not understand.

   (1) Policewoman with gun (they cannot be separated)

   (2) Olympic athlete; all sports (female)

   (3) Black militant; second year medical student (male)

(4) A 16-year-old girl of questionable I.Q., a high school drop out; pregnant.

(5) Protestant minister; 54 years old (male)

(6) College student (female)

(7) Scientist; cannot have children (female)

(8) Famous historian - author; 42 years old (male)

(9) Hollywood starlet; singer; dancer (female)

(10) A 35 year old mechanic; known to be a confirmed racist (male)

4. Direct students to silently make individual choices, being very careful to consider the consequences of each choice and list the six who they think should make the trip. (The trip across town takes ten minutes, so that must be their time limit for making choices.)

5. Call time after ten minutes, (call time earlier if all seem to have completed task) and divide the class into groups of six or seven who then sit together.

6. Re-emphasize the urgency of the committee's choice, since not making a choice will mean that those now remaining will fight it out for places on the space ship and a new start may be jeopardized.

7. Give five and one minute warnings, and then stop the groups after exactly ten minutes.

8. Have each group share its selections and discuss.

Materials:

Mimeographed sheets listing the ten people to be considered for the space trip.

Mimeographed sheets of evaluative questions. (Optional)

Evaluation:

Ask students to now try to disregard the content of the activity and examine the decision process used and the values implications. Ask that the following list of questions be answered individually in writing. (This should be mimeographed to pass out to each student.)

Read the questions aloud with students.

A. How well did you listen to others in your group?

B. Did you allow yourself to be talked into changing your mind even though you really didn't want to change?

C. Were you so stubborn that the group could not reach a decision?

D. Did you feel that you had the right answer?

E. What values do you hold that guided your own selections?

Go over the questions with students and discuss their responses if time permits.

CANDIDATES FOR SPACESHIP

1. Policewoman with gun (they cannot be separated)

2. Olympic athlete: all sports (female)

3. Black militant; second year medical student (male)

4. A 16-year-old girl of questionable I.Q., a high school dropout; pregnant

5. Protestant minister; 54-years-old (male)

6. College student (female)

7. Scientist; cannot have children (female)

8. Famous historian-author; 42-years-old (male)

9. Hollywood starlet; singer; dancer (female)

10. A 35-year-old mechanic; known to be a confirmed racist (male)

LEVEL VI

LESSON 8 - THE SOURCE OF FIRST PREJUDICES

(This lesson is built around a suggestion made in "American Concepts" A course developed by Goose Creek Independent School District, Baytown, Texas.)

Purpose:

To help students acquire the ability to objectively review personal values and prejudices and determine their sources.

Focus:

Enlightenment, wealth; prejudice

Prerequisite:

Class discussion techniques, role playing techniques

Terminal Objective:

Each student will be able to evaluate personal prejudices in view of facts and make a commitment regarding prejudices.

Enabling Objectives:

1. Students will, as members of a large group, explore the concept of prejudice, reaching a class consensus as to a correct definition of the term.

2. Students will seek to determine the source of their earliest or first prejudices through class discussion.

3. Students will evaluate some of their family-oriented prejudices, using Consumer's Guide magazine as an objective evaluative tool.

4. Students will, through class discussion, define and cite examples of different kinds of prejudice.

5. Students will participate in a role playing experience through which different kinds of prejudice will be explored.

Learning Experiences:

1. Begin the discussion by asking, "What is prejudice?" (Prejudice is forming an opinion or accepting some position regardless of facts.)

2. Ask, "Where do we get our first prejudices?" (The family, since it provides our first glimpse of life, most often also gives us our first prejudices.)

3. "What brand of television is best?"
*See Teacher's Note

4. "What make of automobile is best?" (It is also interesting to ask this about what brand of toothpaste each family uses, or kind of hamburger establishment each family thinks is best.)

5. Read related facts from Consumer's Guide.

6. Ask for show of hands of those whose prejudice for each product does not agree with the more objective opinion of Consumer's Guide.

7. Ask, "Are there different kinds of prejudice?" Write responses on the blackboard.

   Social (Are your friends the best?)

   Cultural (Blacks are different from whites and whites are better?)

   Sexual (Boys will be boys vs. Girls should be little ladies!)

   Educational (Special education students are not as valuable as honor society students.)

   Religious (I'm Catholic, I'm better than you!)

8. Divide class into groups of four or five.

9. Assign one kind of prejudice to each group of four or five students. Ask students to create a role playing situation to present to the class, showing the assigned kind of prejudice. (Use the prejudices listed above or substitute as you wish.)

10. Have students present episodes to the class, and allow class to decide which kind of prejudice is being portrayed.

11. Play the song, "You Have To Be Carefully Taught" from South Pacific. (Optional)

Materials:

Copy of current issue of Consumer's Guide.

Cassette Tape: "You Have To Be Carefully Taught" from South Pacific. (Optional)

Cassette player

"Prejudice" form

Evaluation:

Complete "Prejudice" form and conduct discussion with those who want to share their evaluations.

*Teacher's Note:

Many alternatives to television, automobiles, etc. could be used and alternatives to Consumer's Guide such as Automobile Quarterly could be utilized.

"PREJUDICE"

"I discovered I had a prejudice concerning:

_____."

"I kept my prejudice even when facts were presented."

____Yes ____No

"I plan to do the following about my prejudices."

1. _____

2. _____

3. _____

"I will probably do nothing about my prejudices."

____Yes ____No

LEVEL VI

LESSON 9 - "WHY CAN'T YOU BE LIKE THE BOY NEXT DOOR?"

Purpose:

To lead students to respect rights, roles, and values of each family member.

Focus:

Love; respect; friendship

Terminal Objective:

Each student will be able to state what he thinks he would do if he were in Donnie's situation after making a decision and listing values related to the decision.

Enabling Objectives:

1. Each student will define "conflict of values."
2. Each student will enter into a class discussion of the normalcy of conflict within any group.
3. Each student will read the story, "Why Can't You Be Like Mike?" and will list in columns, values at conflict between Donnie and his mother and father.
4. Each student will individually brainstorm solutions to the conflict.
5. Each student will work as a member of a small group to compare alternative solutions and to determine probable consequences of each.

6. Each student, working as a small group member will decide on the three most likely solutions and place them in rank order.

Learning Experiences:

1. Ask for a student to define the word "conflict." *See Teacher's Note.

2. Ask, "What would I mean if I say that you and I have a conflict of values?" (Ask for an example.)

3. Ask students, "Do you think that conflict is very common in our lives? Can you imagine a world, a home, a group of friends in which there is no conflict? Is a certain amount of conflict normal then?"

4. Talk about some conflicts they have known. Example: Mother is concerned about her boy's health and wants him to "bundle up" at a ball game. The boy is concerned about his image as a "with it" tough guy.

5. Continue, "Is a conflict settled when people just give in to keep the peace, or can it grow more serious?"

6. Instruct students to read the mimeographed story silently and try to pick out the values that are at conflict between Donnie, his mother, and his father.

7. On a piece of notebook paper have students make three columns, listing conflicting values of Donnie, his father, and his mother.

DONNIE'S VALUES

FATHER'S VALUES

MOTHER'S VALUES

8. Have students go into groups of three or four and brainstorm all the solutions they can think of to the conflict, deciding the probable consequences of each alternative. (Allow five minutes.) Emphasize that they must be specific when listing alternatives.

9. Each group will decide which three solutions would be best and rank order these solutions.

10. Have each group list its solutions on the board.

Materials:

Notebook paper
Pencil or pen
Mimeographed story, "Why Can't You Be Like Mike?"

Evaluation:

The class as a whole will vote to decide which solution they would rank as first, second, and third. When this has been done ask the class to name a few values which are probably important to the class in view of the solutions chosen.

*Teacher's Note:

1. You may want to review the definition of "Value," also. A definition has been included as part of Lesson #1.

2. You can take this opportunity to bring out the fact that we never really know what we would do in an emotional situation, and the reason we have lessons involving problems such as this is so we can practice thinking about alternatives and consequences. Then, when the real time comes, we will perhaps have better skills to handle the problem.

"WHY CAN'T YOU BE LIKE MIKE?"

It is a typical Sunday dinner at the Goodman house. All five members of the family are present including Cathy, 17, Diane, 16, and Donnie, 13. The family has been to morning worship services at their church, and all are looking forward to a quiet Sunday afternoon. Somehow, though, things never seem to turn out quite that way for the Goodman's.

On this particular day it is Mr. Goodman who breaks the peace by asking Donnie, "Why is it that you aren't going out for the baseball team this year?"

DONNIE: "Oh, I thought I'd like to be free to spend time at Grandaddy's farm this summer, and if I'm on a team that means I'm tied down until the middle of July. Besides, I've played every year since I was seven, and I only played then because you wanted me to."

MR. GOODMAN: "I never made you play, besides you could be better than anyone else if you would just show a little drive and enthusiasm. Just look at Mike next door. Now there's a boy a father could be proud of! He pitched his team to the league championship last year, and you never hear him saying anything about quitting! He's a real boy."

MRS. GOODMAN: "Speaking of Mike, why don't you ever run around with him and his friends? They all come from really good families."

DONNIE: "I tried that, but I didn't like the way they're always talking big and picking on other kids. They think they're so tough! I'd rather just be by myself, I guess."

MR. GOODMAN: "But, Donnie, that's no attitude to have. Do you want people to think you don't know how to make friends? What will they think of

us if you don't have any friends? You've got to learn to be more aggressive and outgoing to make it in this world. Come on now, you sign up for another year and I'll get you that glove I showed you in Oglebee's store window! Whadaya say?"

MRS. GOODMAN: "I know, I'll call Mike's mother and see if Mike can spend the night next weekend. You've got to be more interested in making friends!"

DONNIE: .....

LEVEL VI

LESSON 10 - "A QUIET EVENING AT HOME"

(This lesson was written using an anecdote taken from Group Guidance, property of Harris County Department of Education.)

Purpose:

To help student acquire ability to objectively review personal values and prejudices and their sources.

Focus:

Fact; opinion; generalization

Prerequisites:

None

Terminal Objective:

Each student will be able to classify statements as fact, opinion, or generalization.

Enabling Objectives:

1. Each student will define "fact," "opinion," and "generalization."
2. Each student will read the story about Jerry and identify the numbered phrases as fact, opinion, or generalization.

3. Each student will, in writing, answer the questions about the story and will discuss them, first as a member of a small group and then as a member of the class.

Learning Experiences:

1. Say to the class, "How would you define the word, fact?" Allow time for responses and write the definition on the blackboard.

2. Continue by asking, "How would you define opinion?" Write the response on the blackboard.

3. Ask for a definition of generalization, and write the response on the blackboard. (If students are not able to supply clear definitions have three dictionaries available, and allow three students to find the dictionary meaning.)

4. Ask students, "Which would have more meaning to you - to be told that scientists now say it is a fact that cigarette smoking is harmful to health, or for me to say that it is my opinion that cigarette smoking is harmful to health?"

5. Ask students to look at copies of the story. ("A Quiet Evening At Home")

6. Read the story aloud with students.

7. Have students number from 1-13 on notebook paper and classify each numbered phrase as fact, opinion, or generalization, using F, O, and G to represent the words. (Some will be both O and G) Point out that in many cases when a phrase is an example of a generalization, it will be an opinion as well.

8. Quickly go through phrases with students, and see if all can agree on how phrases should be marked.

9. Have students go into groups of four to six and ask them to try to come to a group consensus on the questions at the bottom of the value sheet. (This also works well as a whole class discussion.)

10. Have groups report their results to the class. (Care should be taken not to encourage students to blatantly rebel against parents or authorities, but to encourage students to exercise their choice making abilities.)

Materials:

Mimeographed story "A Quiet Evening At Home"
Pencil or pen
Notebook paper

Evaluation:

Learning Experience #10 will serve as the evaluation.

A QUIET EVENING AT HOME

Jerry Taylor and his family were sitting at the supper table discussing the events of the day:

[1]"Manuel Garcia, Al Jackson and I won the tug-of-war," replied Jerry enthusiastically.

[2]"Al Jackson? Isn't he the new colored boy in your class, Jerry?" inserted Mrs. Taylor.

"Colored boy! What are you doing running around with a colored boy? And a Mexican, too. What's wrong with you, boy? Can't you find somebody who is your own color to hang around with?" said Mr. Taylor.

[3]"Oh, Dad, they're both real good athletes, and [4]I wanted to win the tug-of-war, [5]so I chose them to be on my side. [6]Besides, everybody likes them," replied Jerry, suddenly feeling as if he needed to find materialistic reasons for associating with them.

"Okay, son, but just don't make this a habit. [7]Mexicans and Negroes are a lazy lot. [8]You can't get an ounce of good work out of them to save your life. [9]And then when payday comes, what do they

do? They run to the nearest bar and drink up all their money. [10]Then they have to steal from somebody else to keep from starving to death. [11]I just don't want this kind of influence rubbing off on you. Besides, how would your mom and I explain to our friends that you've been hanging around with those boys? [12]They go around telling how popular their children are, and we want you to be as popular as they are. You don't have to take a step behind anybody, okay?"

Jerry nodded his head dumbly.

"That's my boy," his father concluded with pride. [13]He felt so pleased that he was able to communicate so well with his son.

Jerry quietly left the table feeling confused from being chastised, rejected, put down, and praised about a situation he hadn't even given a second thought to until a few minutes ago.

a. What was Jerry feeling? Why

b. Why do you think Jerry's parents felt the way they did?

c. What values do you think Jerry's parents are indicating in the story?

d. What values does Jerry indicate?

e. Should Jerry accept his parents' opinion on the matter? Why or why not?

f. What do you think Jerry's parents are really communicating to him?

LEVEL VI

LESSON 11 - RESENT-DEMAND-UNDERSTAND

(This lesson is based on a strategy suggested in Values Clarification; Simon, et al. Strategy Number 70.)

Purpose:

To lead students to respect rights, roles and values of individuals, including family members.

Focus:

Resentment; demand; understand

Terminal Objective:

Each student will be able to identify some of the resentments, along with offsetting understandings of people close to him.

Enabling Objectives:

1. Students will make a list of ten people with whom he interacts most often.
2. Students will choose three to five individuals from his list for whom he will write resentment, demand, and understand statements concerning a particular behavior characteristic for each of those individuals.
3. Students will share statements with the class.

Learning Experiences:

1. Distribute copies of the story of Drew and copies of the worksheet concerning Resentment, Demand and Understanding. (These could be mimeographed on the back and front of a single sheet.)

2. Read the story aloud with students.

3. Ask students if they have ever had a day such as Drew described? (Allow for two or three responses.)

4. Say that many of the conflicts we have with people close to us are values conflicts. It often boils down to the fact that we just see life differently. What you like, I don't like. What I want, you don't seem to want as much.

   Continue by adding that a lot of these values conflicts generate strong feelings of resentment and the exercise we are about to do will attempt to teach how to handle feelings of resentment which grow out of values conflicts.

5. Ask students to look at their copy of the RDU worksheet and list the ten people with whom they come into closest contact day after day.

6. Have students choose three of the individuals they have listed, and write the individual's name under the second section of the worksheet. (Do not force this lesson. If a student chooses not to participate or if he can think of only one person, that should be accepted.)

7. In the second column of Section II have students write a sentence or two which expresses a resentment held about some behavior trait of the person named. (Have students begin sentence with, "I resent you, Bob for_____."

8. Say, "Behind every resentment we feel for someone else, there is an implied demand we really want to make. We rarely have resentment by itself. There is something we want changed and we want it changed fast, usually."

9. In the third column, ask each student to write the demand he really has for each of the "I Resent Statements." (Ask that the statements be specific and realistic.)

10. Say that in the fourth column each student will make an attempt to see things from the other individual's point of view. You will try to understand why he behaves as he does. This will be an attempt to walk in another's shoes so as to gain understanding of his behavior.

11. It will be helpful at this point if the teacher will share his/her own three RDU's with the class. Perhaps including one conflict with a family member, one with a school associate and another with a close friend.

12. Allow time for students to complete three to five RDU's.

13. Whip around the room, allowing various students to share one of their RDU's with the class. (No student should be forced to respond.)

14. Ask students if they think this might be a good practice to follow in regular class discourse? (For example, in the midst of a discussion a student might say, "I resent you, Susie and Barry, for laughing at what I said, and I demand that when I'm being honest like this you don't laugh at me; but I understand that it probably did sound funny to you. Only that didn't make it hurt any less.)

Materials:

Mimeographed story of Drew
Mimeographed RDU worksheet

Evaluation:

Students will be able to demonstrate understanding of the nature of values conflicts by verbally stating resentments, demands and understandings of the behavior of some of those individuals closest to them.

DREW

Drew, a sixth grade boy, was angry, resentful and confused. As he sat on the curb in front of his house and reviewed the events of the day, it seemed to him that everyone he had met that day had been determined to make life hard for him. First of course, there was Mom. Did she always have to tell him something to do <u>every</u> time he walked into the room? There was just no way she could resist nagging and nagging! And what about his teacher, Mr. Trahan? He was almost as bad as Mom. ----"Where's your homework?"---- "Tuck in your shirt!"----"Why can't you get to class on time?"

A kid sorta expects <u>some</u> hassling from grown ups, but even the guys had gotten into the act today, "Man, Drew, you play basketball worse than my little sister!" and "Why <u>can't</u> you go to the movie? Your mom won't let you?"

Well, they could give him a hard time all they wanted to, but he had his feelings about them, too!

RDU WORKSHEET

I. List of ten people I come into close contact with each day:

1.	3.	5.	7.	9.
2.	4.	6.	8.	10.

II. Number/Person	Resentment	Demand	Understand
Example:			
Bob	I resent you, Bob because you always think everything you own is better than mine.	I demand that you respect me as a person even if I am not as rich as you.	I do understand that your parents give you money and things instead of time, and it's important to you to place more value on things.

LEVEL VI

LESSON 12 - THE PROBLEM WITH MOVING (RELOCATION OF FAMILY)

Purpose:

To lead students to consider the family problem of moving and being forced to leave home, friends, and pets.

Focus:

Relocation

Terminal Objective:

Each student will express in both oral and written form his feelings concerning moving from a familiar home to a new and unfamiliar place.

Enabling Objectives:

1. Students will answer questions, which can help clarify the conflicting feelings that can be produced by the necessity of pulling up roots and moving.
2. Students will share thoughts with members of a small group.
3. Students will enter into a large group discussion, exploring feelings elicited by having to relocate.

Learning Experiences:

1. Have students move into groups of three or four. Ask students how many have ever had to move, leaving their friends, school, home and pets? (Allow only a show of hands at this point; discussion will come later.)

2. Ask, "How many of you have lived in a town other than this one? Another state? Another country?"

3. "How many have ever moved before?"

4. "How many have moved as many as four or five times?"

5. "Anyone ever move more than five times?"

6. "How many think they'd really like to move?"

7. Tell students that they are to listen to the story of Mary to see if they can decide how she felt as she had to move, not a few times, but five or six times a year.

8. Read the story, "Fruit Tramp."*

9. Distribute "Relocation" worksheets.

10. Have students take turns sharing their answers within their small groups.

11. Review worksheet questions with the class as a large group, allowing discussion as it naturally arises.

*Note to Teacher: You may want to use another similar story; perhaps one you have made up.

Materials:

Story, "Fruit Tramp;" taken from Arnspiger, Brill and Rucker, Values to Share, Steck Vaughn Company, Austin, Texas. 1967, pp. 125-129.**

Evaluation:

Each student will be able to list five feelings he has experienced in connection with moving or ones he would anticipate experiencing if he were to move.

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FRUIT TRAMP

Mary looked with disgust at her faded dress, mended socks, and scuffed shoes. She sank to the bed with a moan. From the kitchen of the small trailer house she hear her mother's impatient voice.

"Mary, Jamie and Sally are already in the car. We've got to hurry if we get you to school on time."

Slowly rising from the bed, Mary pleaded, "Mother, please don't make me go to school. Daddy will take us on to Florida pretty soon. Why can't I stay home and help you?"

"There's nothing for you to do here," replied Mrs. Watson. "And besides, we'll be in trouble with the law again if you don't go to school. You're still a long way from being sixteen. Now get your coat."

Mary sat quietly as they drove the four miles between their trailer home and the school in the South Texas town. She was thinking about the two schools she had already attended this term and the dozens of others that she had attended in the past seven years.

Mary and her family traveled the fruit harvest circuit each year from California to Florida. Since she had never been in one school more than two months at a time, it had been hard for her to keep up with the other children her age. And at the age of twelve she was still in the fifth grade.

Once when they were in Kansas helping with the wheat harvest, Mary heard a principal saying to one of her teachers, "Don't worry about those transients, Miss Foster. They won't be here long enough for you to teach them anything."

Schools, Mary thought were for kids whose parents had steady jobs and owned houses. They were for kids who had good clothes.

The jerk of the station wagon and the sound of wheels sliding on gravel aroused Mary from her deep thoughts. When she looked at the new brick school building, an uneasy feeling came over her. Turning to plead once more, she heard her mother's stern command, "Get a move on, Mary!"

Inside the principal's office Mary sat beside Jamie and Sally and listened as her mother answered questions about their past schooling. When she heard the principal ask about her father's occupation, Mary dropped her head and felt her face slowly redden. She sank deeper into her chair as her mother described her husband's work.

"Transients!" Mary wanted to shout. "That's what we've been called everywhere by nice people. The others have called us fruit tramps!

Then she heard the principal say, "You realize, Mrs. Watson, that your children can't be permanently enrolled until we have the records from the last school they attended."

"Yes, I know," Mrs. Watson replied wearily. She rose and said good-bye to her children.

Mary soon found herself inside a classroom facing a large gray haired woman whom the principal introduced as Miss Allen. Mary was unprepared for the friendly smile and soft pat on the back with which the teacher greeted her. After giving Mary a set of books, Miss Allen led her to a desk in the back of the room.

The first day of school was torture to Mary. She listened to the pupils talk about fractions, something she had never understood. They spelled words she couldn't spell. They discussed health rules which meant little to her. And even worse, Mary was aware of the curious glances of her classmates.

Toward the end of the day she came to life when she heard someone mention the wheat fields of Kansas. For several summers her family had worked the wheat

harvest and had parked their trailer at the very edge of the wheat fields. When Miss Allen asked the question, "Who can tell us how wheat is harvested?" Mary slowly started to raise her hand. But she quickly changed her mind.

At the end of the last class, Mary gathered up her books. As she started toward the door, Miss Allen called, "Mary, Mr. Johnson tells me you have done a great deal of traveling. What states have you visited?"

Feeling her face begin to burn, she stammered, W-W-Well, mostly the states between California and Florida. We're on our way to Florida now. But we had to have lots of work done on our car and ran out of money. As soon as Daddy makes enough money, we'll be moving on."

Mary had told the whole story without intending to. She didn't want Miss Allen to feel toward her as the other teachers had.

But her teacher surprised her by saying, "Well, how fortunate for us that you came our way! We start a study of the Pacific states next week. We'll be depending on you to tell us what they're like."

"B-B-But I don't know much about the big cities," Mary protested. "We just pass through them. We park our trailer near the groves or vegetable farms."

"Good!" exclaimed Miss Allen. "Agriculture is important to all states. And we owe a lot to those who work the farms and grow the food."

When Mary made no reply, Miss Allen continued, "Most of us have to be content learning about our country through books. But you have had the opportunity to learn about it first hand. We'll want you to tell us a great deal we need to learn."

Mary was excited as she left Miss Allen and hurried to the car. She smiled when she saw her mother, Jamie, and Sally waiting for her.

On the way home Mary thought about what Miss Allen had said. She had never before realized that anything could be learned in the orange groves of the San Fernando Valley or the citrus orchards of Florida. But Miss Allen had made her see that she had learned many things that other students knew nothing about.

Now her old feelings and fear vanished. Mary started looking forward to telling the class about the places she had seen.

"RELOCATION"

1. In the story, "Fruit Tramp," I think some of the feelings Mary probably had as she walked through the door of the new school were:

   A. _____

   B. _____

   C. _____

2. The last time I moved I felt _____

   _____

3. If I had to move and could take only three personal possessions with me I would take:

   A. _____

   B. _____

   C. _____

4. If I were moving and could not take my pet with me I would probably try to solve the problem by:

   _____

   _____

5. If I had to move, the thing I would miss most about this town would probably be:

   _____

   _____

6. The thing I would miss most about this school would be:

_____

_____

7. The friends I would miss most would be:

_____

_____

8. The one thing that I would miss least would be:

_____

_____

9. As I think about moving now, I feel:

_____

_____

10. If I did have to move now, some things I could do to make the move happier and more successful would be:

_____

_____

_____

_____

LEVEL VI

LESSON 13 - I JUST LIVE HERE

Purpose:

To help the student assume responsibility for making his family an effective and satisfying group.

Focus:

Responsibility; well-being

Terminal Objective:

Each student will enter into a contract and subsequent follow-up, identifying two new jobs he will do for the next week to demonstrate his attitude toward assuming responsibility for making his home more satisfying for all family members.

Enabling Objectives:

1. Each student will complete the worksheet leading him to consider his own home situation and his responsibility in making it neat and attractive.

2. Each student will sign a contract agreeing to assume responsibility for two new jobs during the next week.

Learning Experiences:

1. Hand out mimeographed copies of the story, "I Just Live Here!" and its accompanying worksheet.

2. Using good expression, read the story to students; or have a girl who is a good reader read it, as the others follow along.

3. Ask students to complete the "I Just Live Here!" worksheet, stopping before they fill in the contract.

4. Have students form themselves into dyads, two-person listening talking teams. One student, at a signal from the teacher, will have two minutes to review his responses with the other member of his team. The second member's role for the two minutes is to be strictly a listener.

5. After two minutes, the teacher will give a signal and team members reverse roles.

6. After two minutes, the teacher will once again give a signal and ask for attention to be turned to the whole class as one large group.

7. The teacher calls on a student and asks, "Did you find that you and your partner had very similar answers to the worksheet, or were they very different?

8. Call on one or two more groups, asking the same question.

9. Calling on a different group ask, "Did you find that you are both taking about the same amount of responsibility for work that must be done in your home?"

10. Say that the last section on the worksheet is a contract giving opportunity for each student to pledge to assume complete responsibility for two new jobs in or around his home for the next week.

11. Explain that each student is to complete the contract, carry it out at home during the next week and be ready to report one week from today the following:

    A. Success or failure in carrying out the job.

    B. Other family members' response to your doing the job without being told.

    C. Your own feelings about taking the added responsibility.

    D. Whether or not the family group ran more smoothly because you assumed the added responsibility.

    E. Whether or not you will continue to assume the added responsibility.

12. Collect papers.

Materials:

Mimeographed copies of the story, "I Just Live Here" for each student.

Mimeographed copies of the "I Just Live Here" worksheet for each student.

Evaluation:

Each student will be able to report orally or in written form to the class, expressing success

or failure in assuming responsibility for two new jobs in his home for a one week period.

Each student will be able to report orally or in written form to the class his own, as well as his family's, response to his having taken added responsibility without being asked.

I JUST LIVE HERE

(Adapted from a story, "Sandra's Awakening" in Values To Live By, Arnspiger, Brill and Rucker.)

"What a dump!" Sandra Wentworth exclaimed as she tossed her school books onto the couch and plopped down beside them. She looked about the living room in disgust. "And I have to live here!" she said to herself.

Sandra had stopped in at Gloria's after school. How different Gloria's house was from her own, mused Sandra. All the fine furniture in Gloria's living room was neatly in place and spotless. The maid at Gloria's house saw to that.

Again Sandra looked about the living room. Her dad's coffee cup was still on the television cabinet. Sections of the morning paper were strewn about, and Sandra's own house slippers peeked from under the chair where she had left them. What a dump indeed.

Sandra rose with a sigh and sought refuge in her own room. At least she intended to, but one

glance was enough to make her halt. She'd forgotten to make her bed, and soiled clothes were scattered about. Her work table was cluttered, and a pair of sandals lay in the middle of the room. Throwing her books onto the debris on the table, she returned to the living room and switched on the television, not caring what program was on. Still slumped down on the couch, Sandra heard her mother come in from work a few minutes later.

"I JUST LIVE HERE"

WORKSHEET

1. The last time someone came home with me, the condition of our house made me feel:

_____Proud _____No particular way

_____Ashamed _____I never bring anyone home with me

2. In making my home comfortable and neat I help:

_____Always (everyday) _____Sometimes _____Never

_____Often _____Seldom

3. I do work at home without being told:

_____Always (everyday) _____Sometimes _____Never

_____Often _____Seldom

4. The way I feel about having to help around home is:

5. When I think about how much I help around the home compared to other family members I feel:

6a. Since my mother works out of the home, I think all members of the family should help around the house:

_____Always (everyday) _____Sometimes _____Never

_____Often _____Seldom

6b. Since my mother does not work out of the home, I think all members of the family should help around the house:

_____Always (everyday) _____Sometimes _____Never

_____Often _____Seldom

7. If I came in and found no one at home and the house in a mess I would probably:

_____Sit down and watch TV _____Get my homework

_____Go out to play _____Clean up the house

8. Ten jobs that have to be done around my home to keep it neat and comfortable are:

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

Put a check beside those jobs on the above list that you now take complete responsibility for doing.

Put a cross beside four jobs on the above list that you could do, but are not now doing.

Put a star beside two jobs on the list that you will agree to do without being asked for the next week.

- -

CONTRACT

I, _____, pledge to take complete responsbility for doing the jobs of 1._____and 2._____for the next week. I further agree to be ready to report the results to the class one week from today.

WITH MYSELF
AS A MEMBER OF A
PEER GROUP

LEVEL VI

LESSON 14 - ALCOHOL ATTITUDES

Purpose:

To help the student clarify for himself his family's values concerning the use of alcohol.

Focus:

Decision making; alcohol use.

Terminal Objective:

Each student will be able to exhibit an understanding of his family's values concerning alcohol as well as his own by completing the Alcohol Evaluation Form.

Enabling Objectives:

1. Each student will complete a value form concerning alcohol use.
2. Students will explore personally held values, as well as family values related to alcohol use by role-playing alternative solutions to the problem presented in the filmstrip, "Where Did Yesterday Go?"
3. Each student will consider the alternative solutions presented and will arrive at a decision as to which he considers to be the best solution and which one he would predict his family would be most likely to use.

Learning Experiences:

1. Instruct students to move into groups of four or five, explaining that they will work individually during the first activity but will work as members of small groups later.

2. Distribute Alcohol Evaluation Form, instructing students to answer only numbers one through five at this time.

3. Show the filmstrip, "Where Did Yesterday Go?" stopping it at a point immediately following the scene in which the girl relates her problem to her friend. (Before the Alateen suggestion is offered.)

4. Ask each student to complete numbers six and seven of the value sheet.

5. Ask students to now work as small groups, first sharing answers to number seven and then deciding which solution seems most workable.

6. Tell students that they are to work out the group's chosen solution in such a way that it can be presented to the class, using role-playing as a vehicle.

7. Allow each group to role-play its chosen solution.

8. Have a student list on the blackboard all the solutions presented by the groups.

9. Ask each student to review the listing of alternative solutions; and place them in rank order, going from most effective to least effective.

10. Show the second part of the filmstrip.

11. Ask the following questions:

    A. What solutions does the filmstrip suggest? Is that reasonable?

    B. Can one person change another's drinking habits?

    C. What would "Alateen" do to help the teenager? (Bring out at this point that no one can actually change another's drinking habits, but the teenager can learn to handle his own problems that have come about because of the parent's drinking. The decision to stop drinking has to be a personal commitment.)

Materials:

Filmstrip, "Where Did Yesterday Go?" from That's Life series by Globe.

Alcohol Evaluation Form for each student.

Evaluation:

Each student will complete the Alcohol Evaluation Form.

ALCOHOL EVALUATION FORM

Ask the student to consider his/her parents attitude toward drinking as well as his own personal feelings.

Ask them to complete the following statements: (These may be shared or kept as personal commitments.)

1. At this time my attitude toward drinking is_____

_____

2. My parents attitude toward drinking is_____

_____

3. When I am an adult I expect my attitude toward drinking to be

_____

4. If I had an alcoholic parent I probably would do:

(A) _____

(B) _____

(C) _____

ALCOHOL USE VALUE FORM

1. The good thing about alcohol is:

2. The bad thing about alcohol is:

3. In our home, alcohol is thought of as something to be:

_____left completely alone

_____used in moderation

_____used in any amount desired

4. The children and teenagers in our family are allowed to sample alcoholic beverages:

_____Not at all

_____On special occasions only

_____Anytime desired

5. When I have my own home and family, I plan to serve alcoholic beverages:

_____Not at all _____Often

_____Occasionally _____Daily

6. Have you ever been faced with a problem similar to the girl's in the filmstrip?

Would you care to talk about it?

LEVEL VI

LESSON 15 - OVERCOMING PREJUDICE

Purpose:

To help students analyze feelings toward others who are different in some way.

Focus:

Prejudice; well-being

Terminal Objective:

Each student will make use of role playing techniques to identify alternative ways of responding to others who are different.

Enabling Objectives:

1. Each student will indicate his position regarding eleven issues or situations through use of a voting technique.
2. Each student will view and respond to questions related to the filmstrip, "Does Equal = Same?"
3. Each student will enter into role playing situations, exploring possible behavior when confronted with individuals who are in some way different.

Learning Experiences:

1. Read aloud the following questions, beginning each with the words, "How many of you....?"

2. After each question is read students will take a position by a show of hands. Those who wish to answer in the affirmative raise their hands. Those who choose to answer negatively point their thumbs down. Those who are undecided fold their arms. No discussion is allowed at this point. Students are instructed to vote, notice how others vote but make no comment at all. The teacher also votes but does not show her vote until a fraction of a second after students have responded.

Voting Questions:

How many of you....

____have a close friend that other kids think is different or "strange?"

____think it would be better if all people were exactly alike?

____ever decided not to wear an article of clothing given to you by your parents or relatives for fear others your age would laugh at you?

____have had someone of another race to your house for dinner or to play?

____have ever not liked someone at first meeting, but then, after knowing them, became good friends?

____have ever taken up for someone being picked on because they were different?

____would want students of another race to come to a party you were giving?

____would not mind being teased about the way you dress as long as the clothes were clean?

____would invite someone you couldn't stand to your home?

3. Show "Does Equal = Same?" filmstrip.

4. Ask the following questions of the class as a whole:

   A. What do you think the boy meant when he asked his friend why he was acting afraid of the new boy? In what ways did he show he was afraid? (List these on the blackboard.)

   B. What did Rory do to help himself overcome any fear he may have felt toward the strange newcomer? Is this a good policy for overcoming any fear one might have? (He got to know the boy better.)

   C. Do you think Mike ever got to know the newcomer well enough to lose his fear of him?

   D. Has anything like this ever happened to you?

5. Let's watch the filmstrip once more and especially watch Mike and be ready to add to our list ways which showed he was afraid of the newcomer. (This can be omitted if it seems wise to you.)

6. Add any new observations to the list already started.

7. Have students get into groups and role play the situations described on "Role Episode Form." Give one episode to each group. (It will be better if each child in each group has a copy of the group's episode.)

8. Ask the class to help formulate a general statement about handling fear toward ones who are different.

   Example: We can help overcome fear of people who are different by learning more about them, their ways, their feelings, and their needs.

Materials:

Filmstrip, "Does Equal = Same?", Westinghouse Learning Corporation; Our Values, Series.

Role playing episode form

Evaluation:

Students will be able to work out solutions to the "different" episodes through use of role play. Students will be able to write a class general statement regarding overcoming fear of people who are different.

Note to Teacher: This lesson could easily be used as two lessons. A logical break would be between numbers 6 and 7 of "Learning Experiences."

"ROLE EPISODE FORM"

(Cut the role assignments apart and give each group an assignment)

1. There is a boy who is a very good student. usually makes good grades and has the right answer if called on in class. Some of the other boys have started to sneer at his answers and to make derogatory remarks whenever he makes comments about anything. A few students stick up for him.

2. There is a girl on your bus who wears her dresses below her knees, her hair in a bun and long pants in P.E. instead of gym shorts. Some of the boys and girls on the bus are giving her a bad time. Only one boy is brave enough to stand up for her.

3. Your cousin has written saying that he and his family will be attending a business convention in your city next week and would like to visit you, if it is convenient. You know that his "family" includes an adopted child of another race. Your neighbors are apt to be very critical of your inviting this family into your home. Your wife also is nervous about their coming. Role play a family conversation.

4. Your son is very shy and has finally made friends with a boy who lives in a broken home, does not dress well and does poorly in school work and sports. You had hoped your son would choose one of the more popular, brighter boys for a best friend. Your family is going out of town this weekend and your son wants to invite his new friend to go.
Role play the argument or discussion between mother and son.

5. Jeff has entered your school after attending a private church school in another state. Many of the habits and mannerisms he acquired in private school cause him to be snickered at by the other students.

Examples:

a. When he is called on by the teacher, he stands up before he responds.

b. He stands when he answers roll call.

c. He carries his lunch in a large lunch pail instead of in a paper sack as other students do.

Role play a class in which some students pick on him and others defend him.

LEVEL VI

LESSON 16 - WILL I DECIDE TO SMOKE?

Purpose:

To help students consider the risks, as well as the advantages, of cigarette smoking.

Focus:

Risk; decision making; well-being.

Terminal Objective:

Each student will personally evaluate advantages and risks associated with the use of tobacco.

Enabling Objectives:

1. The student will list in two separate columns all the advantages he can think of and all the risks involved in smoking.
2. The student will decide which list carries more weight for him personally.
3. The student will, with a listening-talking partner, review his columns of ideas.
4. The student will make a personal (secret), tentative decision regarding the use of tobacco.

Learning Experiences:

1. Ask students to choose a partner for a later time in the day's activities.

2. Distribute individual copies of the story of Roger Contosta and the related questions.

3. Read, or have a good reader read the story to the class.

4. Tell students that just as Roger will make a choice, so will each of us decide whether or not we will choose to become smokers or continue to smoke if we now do.

5. Add that in order to be able to make a wise, studied decision, one of the first steps would be to consider both the advantages and the risks related to developing a tobacco habit.

6. Ask students to complete the questions through number six, posed by the value form.

7. Explain to students that they should now turn to their listening-talking partners. The shortest partner will begin and talk for one minute, explaining his two columns of advantages and risks, giving answers and his reasons behind them, to the related questions. The other partner listens attentively and does not interrupt.

8. After exactly one minute, call time and ask partners to reverse roles, with the talker becoming the listener. Call time after one minute.

9. Ask class to now act as one large group, compiling a group list of advantages and risks. Teacher writes these in appropriately headed columns on the blackboard, as they are offered by students. (Teacher: carefully avoid making judgments - accept statements objectively.)

10. Ask students to silently weigh the advantages against the risks, deciding which advantages balance or cancel which risks, etc.

11. Have each student mentally complete the value form. (He will not actually check the box reflecting his tentative decision, but will keep his decision a secret.)

Materials:

Mimeographed copies of the story of Roger Contosta and the accompanying value form.

Evaluation:

Each student will be able to reach a tentative, secret decision regarding smoking.

VALUE SHEET

WILL I DECIDE TO SMOKE?

(Taken from Making Value Judgments: Decisions for Today, Carl Elder. Used with permission of the Charles E. Merrill Company.)

At fifteen, Roger Contosta is small for his age. People just do not seem to notice him, especially the girls. Roger works hard at school, but he just is not a "brain." He has tried out for several sports, but he has not made any of the teams.

Roger thinks the older guys in his school who smoke look sophisticated and grown-up. Lately, he has been imitating them by smoking cigarettes. He feels more grown-up when he smokes, and he also feels more accepted by the others his age who smoke. He is even beginning to like the taste of tobacco now that he is getting used to it.

But Roger cannot make up his mind about whether or not to continue smoking. At school, he has learned about the harmful physical effects of tobacco. It scares him to think of inhaling all those poisonous gases. And Roger has seen how hard the cigarette habit can be to break. His father, a heavy smoker, keeps saying he is going to give up smoking, but he has not been able to do it. Once, Roger's father gave up cigarettes for two days. He was so nervous and irritable that it was hard to live with him. Finally, he slammed out of the house to buy a pack of cigarettes. Roger does not like the idea of being so hung up on something that you cannot control it.

What should Roger do? Smoking gives him a feeling of self-confidence that he badly needs, but he is afraid of what it may do to his health. Should he continue smoking? Should he give it up before he gets "hooked"?

WILL I DECIDE TO SMOKE?

1. In the two columns below, list all the points you can think of favorable to smoking ("Advantages") and all those unfavorable that you can think of in the other ("Risks").

ADVANTAGES	RISKS

2. Which column mentions more points that you consider to be very important to you?_____

3. Do the advantages seem to be more important than the risks?_____

4. Do the risks seem to be more important than the advantages?_____

5. The one advantage that is most important to me is:

_____

6. The one risk that is most important to me is:

_____

---

7. _____I believe the advantages outweigh the risks, and I probably will choose to smoke.

8. _____I believe the risks outweigh the advantages, and I probably will not choose to smoke.

LEVEL VI

LESSON 17 - ALTERNATIVES TO ALCOHOL

Purpose:

To help students make an intelligent and informed decision concerning the use of alcohol, by exploring other alternatives for meeting certain needs.

Focus:

Decision making; needs; alcohol use

Terminal Objective:

Each student will be able to suggest alternative products and practices for satisfying needs other than the use of alcohol.

Enabling Objectives:

1. The student will, as a member of a small group, create a collage illustrating the reasons people drink.
2. The student will, as a member of a small group, exchange collages and interpret the meaning of each group's illustration.
3. The student will, as a member of a small group, help to develop a list outlining reasons why people drink.
4. The student will, as a member of a small group, develop a list of alternative products or practices that could be substituted for alcohol in meeting the needs of individual drinkers.

Learning Experiences:

1. Students will prepare collages illustrating reasons why people drink. *(See teacher's note.)

2. Have students move desks into groups of four, and then ask them to exchange the collage developed by those in their group for the collage developed by students in one of the other groups.

3. Tell students that the first task is for the small group to analyze the collage belonging to another group.

4. Asking one student in each group to act as secretary, have the members develop a list of reasons people drink; using the collages as their resource.

5. Call time after ten minutes, and ask each group to trade its list for the list developed by another group.

6. Tell students that their task at this point is to come up with alternative products and practices (other activities) for the uses on the list they now hold. Example: What could a person do to overcome loneliness instead of drinking?

7. Tell students that they are now going to help create a bulletin board.

8. Have a student from each group staple that collage to either side of a section of bulletin board.

9. In the middle, staple a previously prepared caption, "Why People Drink."

10. As each small group reports its listing of uses, have a student write each <u>different</u> use on a sentence strip.

11. Using another color, write an alternative product or practice for each use, and putting them together, staple them to the bulletin board. (There may be alternatives suggested for each use. Try to use as many as space will allow, taking them from as many different groups as possible.)

Materials:

Magazines
Glue
Scissors
Butcher paper

Bulletin board supplies: Sentence strips
Marks-a-lot - two colors
Stapler and staples

Evaluation:

Students will be able to express in written form, reasons people use alcohol and will be able to offer alternative products and practices for satisfying those needs.

Note to Teacher:

1. Have four or five students act as a small group to create the collage and allow groups one class period to complete them.

2. When assigning the collage, tell students that they are to create a collage that will illustrate as many reasons as they are able to think of, why people drink alcoholic beverages. Explain that those reasons could be called "needs." Just as I mgiht say, I need a haircut, and that need might be met

by having a beautician style my hair, even so people often seek to satisfy many needs through the use of alcohol. An example might be a need to reduce loneliness or a need to celebrate the wedding of a friend. Needs might be grouped under one of the following categories: physical; social; intellectual; spiritual, etc.

3. If there is a problem in securing magazines to be used by students perhaps one of the following means will prove fruitful.

   A. Give students 1/4 point per magazine brought as credit on a test. (Be sure to know what kind of magazines are being contributed.)

   B. Ask the school librarian to save magazines for you that she usually throws away.

   C. Inquire of any friends who are doctors, beauticians, dentists, etc. if they might save magazines they no longer want, so your class can use them.

   D. Investigate the possibility of persuading the post office personnel in your area to give your class the magazines that cannot be delivered for lack of a forwarding address. (The author has experienced such good fortune on a couple of occasions.)

LEVEL VI

LESSON 18 - RESPONSIBLE USE OF ALCOHOL

Purpose:

To help the student consider responsible and irresponsible uses of alcohol, thereby helping him make a decision about his own alcohol use.

Focus:

Enlightenment; decision making; well-being

Terminal Objective:

Each student will be able to identify responsible and irresponsible uses of alcohol, and will exhibit an understanding of those uses by completing an "I learned that....." statement.

Enabling Objectives:

1. Each student will write a description of an irresponsible person that he knows or has known, by answering questions on a related value form.

2. Each student will write a description of a responsible person that he knows or has known, by answering questions on a related value form.

3. Each student will read his contrasting descriptions to a small group and will listen to each of the other member's descriptions.

4. Each student will, working alone, determine responsible and irresponsible uses of alcohol, considering individuals representing differing occupations and age groups.

5. Each student will complete an "I learned..." statement concerning the days activities.

Learning Experiences:

1. Introduce the lesson by saying, "Why can't you be more responsible?"

2. Tell students that if someone makes this comment, they usually mean that in their opinion you are behaving in a way much younger than would be expected of someone your age. Ask, "Could a person be 45-years-old and still be rightly thought of as irresponsible? Why

   Give the following definition of responsible:

   > Webster says that to be responsible means being able to answer for one's behavior, being aware of the consequences of actions and acting in accordance with that knowledge.

3. Continue by explaining that the day's lesson deals with responsibility compared to irresponsibility.

4. Distribute value form to each student.

5. Ask students to get into groups of three or four for a later time in the lesson.

6. Tell students to complete Roman numeral one of the value form.

7. Have students turn to their small groups to share descriptive lists and complete Section II at the same time.

8. Ask students to complete Section III of the value form by himself.

9. Section IV will also be completed individually.

10. Using the class as one large group, ask a volunteer to tell the class how he marked Section III for the first of the six individuals and why.

11. Ask for a show of hands of those who completely agree with the volunteer.

12. Ask for another volunteer to reveal how he marked Section III for the second individual and why.

13. Continue in this manner until all six individuals have been represented.

14. Ask students to complete Section IV of the value form.

15. Have three or four students share their "I learned" statements with the class. (Students may want to record these on the chalkboard.

16. Collect the value forms.

17. Read the "I learned" statements and make written comments as needed or desired.

Materials:

Mimeographed copies of value form.

Evaluation:

Each student will demonstrate an understanding of responsible and irresponsible uses of alcohol by completing the "I learned" statement. (IV of the value form will serve as an evaluation of the day's activities.)

VALUE FORM

I. Write complete descriptions of two people you know, by answering the following questions:

A. Who is the most responsible (Mature or grown-up) person that you know?

B. How does this person act that makes you think he or she is responsible?

1.

2.

3.

4.

5.

C. What does this person say that makes you think he is responsible?

1.

2.

3.

D. What feelings does he display that makes you think he is responsible?

1.

2.

3.

4.

E. Who is the most irresponsible (immature) person (for his or her age) that you know?

F. What does this person do that makes you think he is irresponsible?

1.

2.

3.

4.

5.

G. What does this person say that makes you think he is irresponsible?

1.

2.

3.

H. What feelings does this person display that makes you think he is irresponsible?

1.

2.

3.

4.

II. In groups of three or four, read your description as others listen. When all have read their descriptions, compile two lists, one list containing responsible ways of behaving and the second, a list containing irresponsible behavior, as reflected in the descriptions.

Irresponsible	Responsible
1.	1.
2.	2.
3.	3.
4.	4.

III. Working alone, complete the following:

A. Put a check behind each incident where alcoholic beverages might be appropriately used by a responsible person.

1. At a wedding reception

2. After a funeral

3. After breaking up with your boy/girl friend

4. On Sunday afternoon

5. After being fired from your job

6. While babysitting

7. After the death of a close relative or friend

8. While visiting a relative or friend

9. After getting a raise

10. On your lunch hour

11. After the birth of your first child

12. While driving your car

B. Pretend that the drinker is a brain surgeon. Go back and answer each question again, putting a plus (+) behind each incident that would be a responsible use.

C. Pretend that the drinker is a teacher. Go back and answer each question again, putting a minus (-) behind each incident that would be a responsible use.

D. Pretend that the drinker is a policeman. Go back and answer each question again, putting an "X" behind each incident that would be a responsible use.

E. Pretend that the drinker is a crane operator. Go back and answer each question again, putting a star (*) behind each incident that would be a responsible use.

F. Pretend that the drinker is a fourteen-year-old. Go back and answer each question again, putting a number fourteen (14) behind each incident that would be a responsible use.

IV. Complete the statement, "From my answers to the above six questions, "I learned that....

A.

B.

C.

Be ready to share this portion of the lesson with the class as a large group.

LEVEL VI

LESSON 19 - COUNCILMAN FOR A DAY

Purpose:

To help students learn to make decisions as part of a group, representing varied viewpoints and interests.

Focus:

Point of view, decision making

Terminal Objective:

Each student will publicly affirm the decision he has made concerning the placement of the vinyl chloride plant by voting and by verbally expressing the reason he voted as he did. Through the composition of a written general statement, students will express how various points of view influence decision making.

Enabling Objectives:

1. The student will take the role of owner of a particular piece of property.
2. The student will work out a solution to the problem of the placement of the vinyl chloride plant, reflecting his own interests.
3. The student will vote at a town meeting in a manner reflecting his own interests.

4. The student will write a general statement reflecting understanding of group decision making.

Learning Experiences:

1. Set the stage for the day's activities by saying, "Once a year students of Grayburg High School are given the opportunity to take over the town for a day. Students replace the mayor, as well as the town council members. This year they will have their hands full, since the regular members have decided to really challenge the students. They have asked them to offer a solution to a new, pressing problem.

   The town of Grayburg has been approached by the directors of a company that produces vinyl chloride, a basic chemical used in making plastic products. This company would like to build a vinyl chloride production plant in Grayburg, and the regular town council has made the decision to allow the plant to be built. The problem that now arises, however, is where to permit the company to build the plant.

   The problem is compounded by the fact that the Environmental Protection Agency has just announced that at least 12 deaths in the United States and elsewhere have been linked to the presence of vinyl chloride gas. It is suspected as a cause of a rare form of liver cancer called angiosarcoma. The gas is released into the air by the plants producing it, and measurable quantities have been detected in the areas surrounding existing plants.

You students in this class are the ones who will act as council members for a day, and you, _____, will be the acting mayor. You will each be assigned a property, and you must represent the interests of that property and its actual owner.

2. Hand a map of Grayburg to each child along with a card bearing a letter indicating the property he is to represent. (Properties are lettered A-Z. Other interests may be represented such as the golf course, lumber yard, etc., as the number of students require.)

3. Ask each student to find his property on the map and shade it in with a pencil.

4. Point out to students that the vinyl chloride plant must be kept within the town of Grayburg city limits which are indicated on the map by the broken lines.

5. Give student five minutes or so to study the map and work out the solution he considers best and which reflects his own interests.

6. Have the "Mayor" call the council meeting to order. He should explain that a solution must have a majority vote in order to pass.

7. The "Mayor" asks property owner A to offer his solution. Have a student record it on the board and then call for B's solution.

8. Have the mayor continue until each has offered his solution, recording each suggestion as it is offered.

9. When all have had a chance to be heard, if a majority of the solutions are not the same, ask a volunteer who feels strongly about his solution to speak for it, trying to swing the vote his way.

10. After the three or four most popular solutions have been discussed, call for a hand vote.

11. Continue the discussion until a majority is obtained.

12. Ask the students to help you write a general statement about group decisions and individual points of view.

    (Example: Group decisions reflect the viewpoints, biases, and interests of the ones making those decisions.)

Materials:

Mimeographed copies of a map of the Town of Grayburg.

Evaluation:

Students will write a general statement concerning group decisions. (Number 12 of Learning Experiences.)

Teacher's Note:

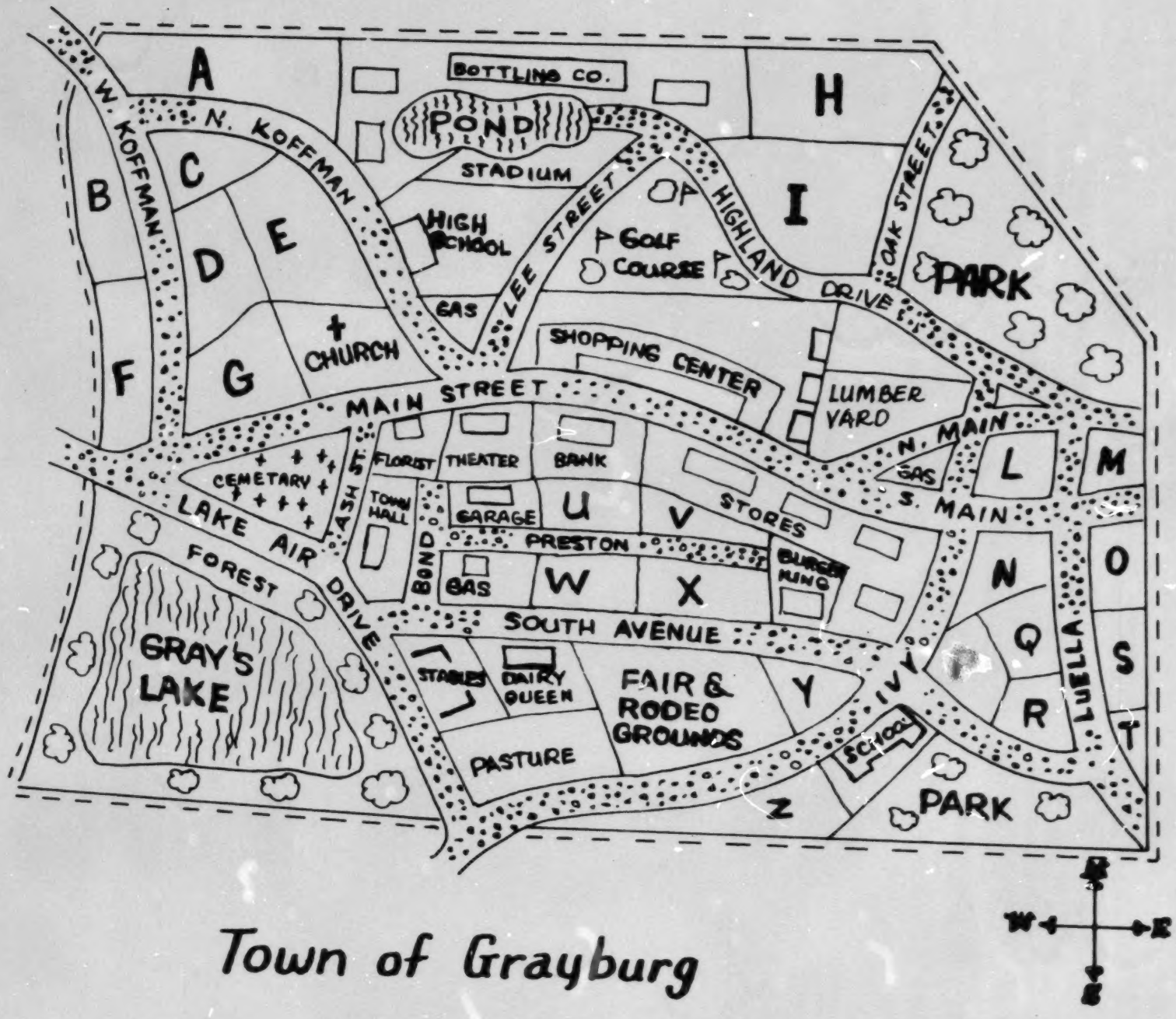
This is a lesson that can be built around any one of a number of problems that might be more relevant to your particular area or situation. These problems might include:

1. Environmental considerations

    A. Sewage disposal plants
    B. Sanitary land fills
    C. Nuclear power plants

2. A state penitentiary

3. An international airport



Town of Grayburg

LEVEL VI

LESSON 20 - BATTLEGROUND

Purpose:

To give students practice in resolving conflict between groups.

Focus:

Conflict; point of view; property; decision making.

Terminal Objective:

After considering alternatives and the probable consequences of each, the student will be able to reach a decision as to the best solution to the problem of conflict between groups.

Enabling Objectives:

1. Each student will, as a member of a small group, review the conflict and the possible solutions suggested.
2. Each student will, as a member of a small group, list and consider the probable consequences of the suggested solutions.
3. Each student will, as a member of a small group, decide which solution seems wisest in light of the probable consequences.

4. Each group will report its decision to the class and will give reasons for its decision.

5. Each student will list a conflict between friends, family members, or groups he knows that was settled through use of one of the six alternatives suggested. He will identify the solution used.

Learning Experiences:

1. Have students move into groups of three or four.

2. Give each student a copy of "Battleground-Background Briefing" which sets up the problem, identifies the opponents in the conflict and tells what has happened thus far.

3. Distribute one set of the six alternatives for solution of conflict to each small group.

4. Ask students for a definition of "conflict."

5. Ask, "What are some things that cause conflict?"

6. Ask students, "Do you think conflict is very common in our lives? Is a certain amount of conflict natural and normal?"

7. Ask, "Do people sometimes cooperate and conflict at the same time -- while playing a football game, for example?"

8. Continue, "Does conflict always have to end in violence? Can conflict be useful? Can it lead to new ideas? To change for the better? To understanding?"

9. Explain that the handout each has been given presents a conflict between two groups of students in neighboring schools.

10. Read aloud, or have a student read aloud, the summary of the conflict.

11. Have each group choose a leader.

12. Explain that the job of each group is to take the set of cards it has been given, consider each of the six solutions, answer the questions posed by each solution and decide which of the six seems the most promising. (Students should also be able to justify the group's choice.)

13. Allow 20 minutes for students to read cards, answer questions and reach a group decision.

14. Have each group's leader report the solution chosen by its members, and give the reasons for that choice.

15. Ask, "Did each group reach the same conclusion? Would this indicate that this conflict, or most conflicts, can be settled more than one way, depending upon the people involved?

16. Ask each student to list on the evaluation handout, one conflict between friends, family members or groups he knows that have been settled through use of one of the six alternatives suggested. Ask each to identify the solution used in the conflict named, and state whether he thinks it was the best solution for that conflict.

Materials:

Handout, "Battleground-Background Briefing," for each student.

Set of six solution sheets for each small group of three or four students.

Mimeographed copies of evaluation, "Conflicts I Have Known"

Evaluation:

Number 16 of "Learning Experiences" will serve as the evaluation.

This lesson makes use of a suggestion from Junior Scholastic, March 26, 1973. "Why Can't They Get Along?" pp. 6-8. Victoria L. Chapman.

"BATTLEGROUND"
Background Briefing

This piece of land (above) lies on the boundary between the West Mapletown School District and East Mapletown School District. For a long time it was just a vacant lot covered with weeds and junk. But during the last Mapletown Beautification Campaign, it was cleaned up.

Soon after, the kids from both East Mapletown Junior High School and West Mapletown Junior High School decided to plant vegetable gardens on their sides of the boundary. But there was trouble almost from the beginning because no one was really sure where the dividing line lay. (This makes a difference, you know, when harvest time rolls around.) Finally, it was agreed that a two-foot empty strip would be left down the middle of the garden - a sort of DMZ (Demilitarized Zone) - to avoid hassles.

SIDES IN THE CONFLICT AND BUILD-UP

WEST SIDE TEEN GARDEN LEAGUE

1. Plants row of radishes down its side of DMZ strip.

3. East's tomato plants grow bigger, spread into the center. West charges tomato plants are crowding out the rows of radishes. Pulls out radishes and plants towering sunflowers.

5. Claims pesticides very damaging, poisoning birds which come to feed on bugs and sunflower seeds. Says the East has no interest in gardens.

EAST SIDE GARDEN LEAGUE

2. Puts in row of large tomato plants along its side of the line.

4. Says sunflowers throw too much shade, blocking late afternoon sun (which is best) from the tomato plants. To counteract this, starts fertilizing heavily and using pesticides.

6. Issues declaration saying that a few Western leaders are stirring up trouble, but that the people of West and East are friends.

7. Parked bicycle belonging to members of East Side Teen Garden League accidentally (?) falls over, knocking down six sunflowers.

8. Whole tomato crop along DMZ border mysteriously (?) disappears, except for some which are found splattered against East's tool shed.

9. After night of mild rain and two-mile-an-hour breeze, rest of sunflowers found flattened across West's garden, as though by a hurricane.

10. An Easterner is "jumped" by a gang of thugs and beaten up.

The battlelines are drawn. Each side feels that it has been wronged. Each side has reacted violently. Tempers are at the breaking point.

How can this conflict be settled?

EVALUATION

A CONFLICT

PROBLEM:

SOLUTION USED:

EFFECTIVENESS OF SOLUTION:

ALTERNATIVE SOLUTIONS

W A R

War may be unavoidable. Neither side seems willing to back down; both feel seriously wronged. Also, each thinks it has a chance to win. (East has more rakes and flower pots; West has more people.) Each thinks war might be worth the price. And by now, everybody is so mad both sides might enjoy cutting loose.

West pulls up East's onions, East stomps down West's spinach plants.

Now What:

1. Hand to hand combat back and forth across the gardens?

2. What will the gardens look like after all this?

3. What will the members of the East and West Garden Leagues look like?

4. What are the advantages and disadvantages of war?

ADVANTAGES_____ DISADVANTAGES_____

E S C A L A T I O N
(A build-up of power, or show of force.)

Both sides stay on their property, but they build up supplies to defend it. And they don't mind doing it in plain sight; they hope to scare the other side from starting anything.

West arms with shovels; East with hoes. Each side tries to get ahead of the other. Pretty soon both sides are spending so much for "arms," they don't have much money left for seeds.

ADVANTAGES_____ DISADVANTAGES_____

A L L I A N C E S

Each side lines up allies - friends who will back them up if they need help.

--High school students
--Older brothers and sisters
--Angry Dogs
--Parents

Each side tries to keep its side the most powerful. (In a way, forming alliances is a kind of "escalation," except with people instead of weapons.)

--Is this better than weapons (arms) escalation?
--Will it keep the peace?

ADVANTAGES_____ DISADVANTAGES_____

N E G O T I A T I O N S

Representatives (diplomats) are chosen by each side to meet to talk over problems and try to come to an understanding.

The representatives immediately set up a fact-finding-commission. Each point in the dispute must be gone over carefully, starting way back in the beginning.

For example:

--What is at the root of the problem? (The boundary line? Or was that just an excuse?)
--What does each side want? (More land? More sun?)
--What has each side done wrong? (How has it pushed in (encroached) upon the rights of other?)
--Who actually knocked over the bicycle?
--Who beat up the Easterner?
--Mistaken ideas held by each side?
--Things West has done wrong--
--Things East has done wrong--

T R E A T I E S
(Written Agreements)

Written agreements often follow negotiations. Having them in writing means there will be no misunderstanding later about who agreed to what. These are signed by representatives of both sides, and both pledge to live up to the treaty terms. A good treaty might cover such things as disarmament, territory, and righting some of the wrongs that lead to the conflict in the first place.

What kind of agreement would you write for this dispute if a treaty was your choice for a means of dealing with the conflict?

West would agree to_____

East would agree to_____

"I N T E R N A T I O N A L" C O N T R O L

(Some outside person or group which is neutral - which has no real ties with either side sets the terms for settling the conflict.)

The role of the outside group is something like an umpire or a referee in a ball game.

Each side must agree in advance on who the "referee" should be, and must agree to go along with the recommendations.

___Can an impartial person or group acting as "referee" solve anything if the two sides in the conflict do not cooperate with them?

___What would happen if one side or the other didn't agree with the final solution?

As the referee in the dispute, write a solution that you feel would be fair to both sides.

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Values In Action: "Terry Takes A Ride." Holt, Rinehart and Winston.

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